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ABSTRACT

General Electric Company (GE) of Erie, Pennsylvania, hosts onsite literacy classes in conjunction with the Northwest Tri-County Unit. The development of the inplant microcomputer literacy lab expands the offerings available to the participating adult basic education and General Educational Development program students by supplying software and instruction in word processing, spreadsheets, and databases. Microsoft Works, the software chosen for the project, combines all three of the desired components and interfaces well in the IBM microcomputer lab provided by GE. Forty-seven lesson plans were developed addressing all three facets of the Microsoft Works program. Only the word processing portion of the program was presented to a limited number of students. An evaluation form to determine the resource needs of the students was also developed. (The 47 lesson plans and teacher and student evaluation forms are appended. The plans include 12 for using the word processor, 20 for using the spreadsheet, and 15 for using the database. Each lesson plan consists of objectives, a list of student activities, and suggestions for evaluation.) (YLB)

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# DEVELOPMENT OF AN IN-PLANT MICROCOMPUTER LITERACY LAB

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1989

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## ABSTRACT

General Electric Company of Erie, in concert with their continued interest in worker education, hosts on-site literacy classes in conjunction with the Northwest Tri-County Unit. The *Development of the In-plant Microcomputer Literacy Lab* project expands the offerings available to the participating ABE and GED students by supplying software and instruction in word processing, spreadsheets, and databases. Microsoft Works provides the basis of the programming since it encompasses all three of the desired components and interfaces well in the IBM microcomputer lab provided by GE.

Products resulting from this project include lesson plans for teachers wishing to use word processing, spreadsheets, and data bases to instruct reading, writing, or math basic skills; and an accompanying evaluation form to determine the resource needs of the students. This project directly benefits both adult students and their instructors by providing a simplified outline for both of them to follow while acquiring the Microsoft Program techniques.

## INTRODUCTION

During the fiscal year 1989-90 the Northwest Tri-County Unit initiated a 353 (demonstration) program to develop in-house microcomputer literacy at the General Electric plant of Erie. The objectives of the proposal included the designing of lessons and the simplification of the computer manual to make the purchased software accessible to the basic literacy students. It was proposed that software instruction in the literacy program would increase the quality and the quantity of time used in an IBM lab already available to these students and would serve as a recruitment device for other workers. The project was staffed by the teachers currently working with the students under the technical assistance of the project director, Dr. Richard C. Gacka, and coordinated with the Director of Training of the GE plant, Mr. John Haschalk.

The workplace offers unending opportunities for the employees to interact with sophisticated technology. Computers surface in all facets of production and business. The General Electric management historically supports and participates in employee education with many courses involving computers available to workers. Various degrees of proficiency are necessary to be successful in each of these classes. Many of the opportunities for advancement in this workplace hinge on successful completion of in-house coursework. Lower than required reading levels prevent some employees from participating in these opportunities. In response, the Northwest Tri-County Unit conducts both ABE and GED classes onsite. This commitment to education

enables the lower literate individual to to improve basic skills as a prerequisite for advancement and to keep up with the changing jobs in which they already work.

Microsoft Works, the software chosen for this project, combines three types of programs--word processing, database, and spreadsheets. The lessons developed for this proposal incorporate skills practice with computer-use instruction. Since the manual accompanying the program was too difficult to understand and too extensive for easy retrieval of information, the lessons are constructed in a systematic and concept building fashion which allows the novice computer student ample practice for mastery of the addressed components of the program.

This report addresses the six objectives outlined in the proposal:

A. to acquire 3 copies of Microsoft Works and Microsoft Windows with mouse interface in order to expand utilization of available microcomputer equipment in the GE literacy computer lab.

B. to enroll 50 students in classes designed to develop basic reading and mathematics skills utilizing the software acquired in objective a.

C. to rewrite the Microsoft Works User's Guide so that it becomes usable for students enrolled in the GE literacy program.

D. to develop 50 written lesson plans outlining techniques the integration of basic word processing, spreadsheet, and database software into an in-plant literacy program.

E. to publish and disseminate through ADVANCE a booklet outlining 25 of the lessons developed under objective c.

F. to expand the amount of time the microcomputer lab is utilized by students in the workplace literacy project to 30 client hours per week (the literacy project operates 3 days per week).

For this presentation, information concerning objectives B and F will be merged as will the discussion of objectives C and D. Objective E, relating to the dissemination of material, is addressed as part of this report and will not be discussed further in the body of the paper.

This report is intended to assist adult education instructors in the implementation of Microsoft Works software in the ABE curriculum. Permanent copies of this report have been submitted to:

Department of Education
Bureau of Vocational and Adult Education
Division of Adult Basic and Literacy Eduction Programs
333 Market Street
Harrisburg, PA 17126-0333

and

ADVANCE
Division of Adult Basic and Literacy Education Programs
333 Market Street
Harrisburg, PA 17126-0333

## HISTORICAL BACKGROUND

Literacy classes conducted by the Northwest Tri-County Unit at the General Electric Erie Plant began about two years ago. The cooperation and commitment of plant management enables these classes to continue and expand. The objectives of the literacy program focus on the inherent needs of the students particular to the workplace setting. Writing, reading, and mathematic skills taught in class closely correspond to the daily demands placed on the workers. Increasing dependence upon computers on all levels of jobs necessitates a development of ease and comfort for all workers in their interaction with this technology. For example, in the past, sweepers reported to a supervisor to receive current assignments. Now this individual must glean that information from a computer terminal, making it necessary not only to be able to read the work order but also to retrieve the information from a database.

Aside from the practical work application, computers have proved to be advantageous for adult learners since the software available for use employs inductive reasoning opportunities rather than the deductive model akin to print material. The "what if" process is closer to the method adults use in their daily lives. The multisensory involvement inherent in computer use is conducive to the varied learning modalities of individuals. The interactive nature of computer work gives constant feedback and opportunities to learn from errors. Novice writers find the word processor an aid to easy revision of work; it renders the language usable, mutable, dynamic, and controlable.

Additionally, cooperative learning on the computers allows the students use language to generate ideas, to take responsibility for their own learning, and to share with each other as co-learners in contrast to the teacher as controller of knowledge.

As a caution, good teaching cannot be replaced by a computer program. The use of software in this project is not in lieu of basic skills instruction but rather to compliment it. Ways of thinking used in computer work do not automatically transfer to books; good instruction should integrate the problem solving skills, ways of thinking, and acquisition of literacy skills with the development of print literacy. Care must also be taken that the introduction of computers has a positive learning effect and does not increase learning anxiety. This is accomplished through the step by step lessons generated by this project.

PROCEDURES:

Objective A

Prior to the initiation of this project, GE donated an IBM microcomputer lab consisting of ten computers for use in the workplace literacy program. These computers were originally used with the Intensive Phonics, a program geared to review phonetic skills or to introduce these skills to low functioning students. Introduction of the Microsoft Works program expands the potential of the existing lab to accommodate higher functioning students and to introduce practical applications to the computer use. The program and mouse equipment were added to the lab in 1989-90 funding year.

Objectives B and F

During the year covered by this project, many managerial changes occurred at GE causing the postponement of the project's full implementation. As a result, only the current 20 clients made use of the new software as part of their regular literacy program. An interest list of clients has been generated for fall 1990 initiation of the formal computer class using the lessons and the manual generated by this project. Originally, it was hoped that documentation would exist evaluating the program and its components. Due to unforeseen delays, this too will commence in the fall of 1990.

Objective C and D

In order for the students to independently access the programs taught in the classes, usable documentation should exist. To determine the relative readability of the Microsoft Works User's Guide and Reference, five formulas were used. In general they indicated an elevated range of grade levels across four chosen passages from the book. The unreliability from formula to formula is evidenced by the variation among the five methods for each section. The passage from page 15, a prose description of screen messages, ranged from 8th to 10th grade level. The special note in prose on page 42 concerning layout information contained a marked spread of 4.5 grade levels from 6th to 10.5. A listing of steps on page 174 spread from 7th to 10th grade. Finally, the final prose piece concerning database fields varied from 7th to 12th grade. Overall, the average range of the user's guide was from 7th to 10.5 grade. Even considering the excessive range of levels, the manual scores too difficult for the intended users whose reading assessments place them below the fifth grade level.

The actual importance of the work to a group must consider the purpose and audience of intent. The Microsoft Works User's Guide proves difficult to read because the text intends to be a reference for all contingencies required by a user of the software. The audience of workers at the GE plant may never need the depth and sophistication of this work and, as beginners, would find the text prohibitive and discouraging. The level of reading assigned to the text by the various formulas exceeds the assessed reading level of the members of the

General Electric class. Because of the sophistication of the software itself, a great deal of information is given that would easily intimidate the novice. The more confident user would be challenged by the language and syntax, but may become lost in the breadth of the material. The expert, knowing what he needs to know, probably would appreciate the completeness of the work. Ultimately the manual's writers assume that the user has general knowledge of computers and specific knowledge of IBM operating system.

This assumption looses validity when considering the background and abilities of the subjects of this demonstration. The workers exhibit little computer savvy and probably only cursory acquaintance with the IBM through use of educational software which affords limited creative use. The revision of the text into a usable form for the GE class should follow the carefully constructed format designed in the original text, but eliminate material not relative to the instructional scope of the class and reduce the level readability through use of simplified, adult instruction assisted by complimentary visual displays. In order to accomplish this task, the instructor will keep antidotal records of the questions and problems that the students exhibit during class time. The students will be asked to record any problems or difficulties that they perceive when they are working with the program independently. Forms for this provision are included in the lesson plan booklet. By generating a listing of pertinent concerns of the student while using the Works program, the teacher will be able to ascertain the information that will be needed as a reference chart is developed. By expressing their own need-to-know information, the

student will contribute to the resultant reference charts. Sample forms are located in the lesson plan booklet in the appendix.

Forty seven lesson plans were generated for the upcoming class. The format of the lessons includes Objectives, Activities, and the Evaluation method. The scope of the lessons include the word processing, spreadsheet, and database applications of Microsoft Works for the IBM. The lessons are arranged in a logical, sequential fashion to allow ample practice and application of each presented skill. The increments of instruction for each lesson are purposefully small to allow absorption of each step so that it can be applied in conjunction with the other learned material.

The lessons reflect an introduction and a step by step approach to acquainting the students with the word processing, spreadsheet, and database facility of computers. Beginning with the word processing aspect, the lessons escort the student and the instructor from getting acquainted with the computer, through manipulation of the document, and finally to printing of a finished product. The spreadsheet section provides instruction and practice enabling the student to successfully enter data and formulas, to manipulate program features, and to chart results.

After working with some students and the Microsoft Works program, the instructor discovered that little or no prior knowledge of computers or this program existed affirming the need for the lesson format described above.

## CONCLUSION AND IMPLEMENTATION

While each of the objectives of this proposal have been addressed and acted upon, all have not been carried to fruition due to managerial reorganization within the General Electric plant, as well as, the summer shutdown and vacation absences of workers. These contingencies postponed full implementation of the program until the fall of 1990.

Forty seven lesson plans were developed as a result of this project. They addressed all three facets of the Microsoft Works program: word processing, spreadsheets, and databases. To date, only the word processing portion of this program has been presented to a limited number of students. They are currently using this component with their writing assignments and journal pieces. A concerted recruitment effort using previously generated lists of interested students and the referrals from GE management will be launched in the fall of 1990. Using the data from the evaluation forms produced by the students and teachers as well as the resultant products of the students, a series of reference charts will be printed. These charts will be specifically geared to the needs of the students diminishing the limitations of the user's manual which have been outlined in this paper. Application for presentation of this project and its remaining results has been submitted for the 1991 Mid-Winter Conference.

APPENDIX

# LESSON PLANS:

## WORD PROCESSOR, SPREADSHEET, AND DATA BASE

## USING MICROSOFT WORKS

DEVELOPED BY
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FOR
1989 Section 353 Grant
Contract No.: 98-0033

## INTRODUCTION

The following forty seven lessons were developed as part of a 1989 353 Grant entitled, Development of an In-Plant Microcomputer Literacy Lab. The intent of the project was to use the technology of word processing, spreadsheets, and databases in workplace literacy instruction. The General Electric Plant of Erie and the Northwest Tri-County Unit #5 Adult Education joined forces in 1988 to develop onsite literacy for GE employees. Due to the technological needs inherent to all levels of industrial jobs at this plant, access to a computer lab became a natural and necessary component in the program.

## TEACHER EVALUATION

This form is intended to keep records of the problems that the students are having as they become acquainted with this technology. By having this record, the instructor can produce classroom aids relevant to the real needs of the beginning computer students. As stated in the body of this paper, the user guide to the Works program is both difficult to read and, the pertinent information needed to answer student questions may be buried due to the volume and depth of information displayed.

## STUDENT EVALUATION

The purpose of teaching the components of the Works program is to empower the students to be able to use the software and hardware confidently and independently in relation to their jobs and studies. The student's real concerns and problems are very important to the continued development of lessons and instructional aids. By stating and identifying the problems that are occurring, the student is encouraged to think about the situation at hand, to attempt solutions, and to find sources outside himself (i.e. peer tutoring, resources) to rectify the problem.

## THE LESSONS

These lessons are constructed in a very systematic yet spiral format. Because of the step by step incrementation and the layout of the lessons, the instructor using them does not need to be an expert with computers but can actually learn the program through this manual. The suggested usage involves in context instruction. For example, the initial section on word processing can be taught through a real life actlvity such as letter or memo writing. If the spreadsheet is taught through activities such as checkbook or ledger keeping, the student will not only learn the program but its application and its relation to basic skills as well. The database may likewise be presented as a development of a company inventory or an alternate but relevant project.

## TEACHER EVALUATION
## IBM MICROSOFT WORKS

To assist in the development of appropriate reference resources and instruction needs for your students to allow independent computer time, record the problems that are encountered during class sessions.

---

Student Name:_____ Date:_____

Program: Word Processing _____ Spreadsheet _____ Database _____

Related Lesson: _____

Problem or Question?_____

_____

_____

Solution and Source_____

_____

_____

---

Student Name:_____ Date:_____

Program: Word Processing _____ Spreadsheet _____ Database _____

Related Lesson: _____

Problem or Question?_____

_____

_____

Solution and Source_____

_____

_____

Student Name:_____ Date:_____

Program: Word Processing _____ Spreadsheet _____ Database _____

Related Lesson: _____

Problem or Question?_____

_____

_____

Solution and Source_____

_____

_____

Student Name:_____ Date:_____

Program: Word Processing _____ Spreadsheet _____ Database _____

Related Lesson: _____

Problem or Question?_____

_____

_____

Solution and Source_____

_____

_____

## STUDENT EVALUATION
## IBM MICROSOFT WORKS

To help us find ways of helping you work on the computer, please write down any problems that you had when you were working alone.

---

Student Name:_____ Date:_____

Program: Word Processing _____ Spreadsheet _____ Database _____

What's the problem? _____

_____

_____

_____

What did I do? _____

_____

_____

_____

---

Student Name:_____ Date:_____

Program: Word Processing _____ Spreadsheet _____ Database _____

What's the problem? _____

_____

_____

_____

What did I do? _____

_____

_____

_____

Student Name:_____ Date:_____

Program: Word Processing _____ Spreadsheet _____ Database _____

What's the problem? _____

_____

_____

_____

What did I do? _____

_____

_____

_____

Student Name:_____ Date:_____

Program: Word Processing _____ Spreadsheet _____ Database _____

What's the problem? _____

_____

_____

_____

What did I do? _____

_____

_____

_____

## LESSON PLANS FOR IBM MICROSOFT WORKS:

### USING THE WORD PROCESSOR

| | |
|---|---|
| Lesson One: | Familiarization with the Computer |
| Lesson Two: | Preview of Microsoft Works |
| Lesson Three: | Working with a Mouse |
| Lesson Four: | Entering Text |
| Lesson Five: | Editing 1 |
| Lesson Six: | Editing 2 |
| Lesson Seven: | Scrolling, Show All the Characters, the Enter Key |
| Lesson Eight: | Formatting Characters |
| Lesson Nine: | Formatting Paragraphs |
| Lesson Ten: | Creating Columns |
| Lesson Eleven: | Special Features |
| Lesson Twelve: | Printing the File |

### USING THE SPREADSHEET

| | |
|---|---|
| Lesson One: | Introduction to the Spreadsheet |
| Lesson Two: | Entering Text and Numbers |
| Lesson Three: | Text vs. Numbers |
| Lesson Four: | Changing Column Width |
| Lesson Five: | Adding Formulas |
| Lesson Six: | Functions on the Spreadsheet |
| Lesson Seven: | Shortcut for Entering Formulas |
| Lesson Eight: | How to Copy Formulas on a Spreadsheet |
| Lesson Nine: | Filling Columns Right and Down |
| Lesson Ten: | Copying Between Files |
| Lesson Eleven: | Formatting Numbers |
| Lesson Twelve: | Aligning Text and Numbers |
| Lesson Thirteen: | Changing Character Styles |
| Lesson Fourteen: | Selecting Blocks of Cells |
| Lesson Fifteen: | Moving Cell Contents |
| Lesson Sixteen: | Deleting and Inserting Columns and Rows |
| Lesson Seventeen: | Changing Cell Content |
| Lesson Eighteen: | Printing the Spreadsheet |
| Lesson Nineteen: | Speed Charting |
| Lesson Twenty: | Elements of a Chart |

## USING THE DATABASE

| | |
|---|---|
| Lesson One: | Familiarization with a Database |
| Lesson Two: | Entering Field Names on a Database |
| Lesson Three: | Entering Labels on a Database |
| Lesson Four: | Moving a Field on a Database |
| Lesson Five: | Changing Field Width on a Database |
| Lesson Six: | Entering Text on a Database |
| Lesson Seven: | Entering Numbers on a Database |
| Lesson Eight: | Using Simple Formulas on a Database |
| Lesson Nine: | Moving Among Records on a Database |
| Lesson Ten: | Changing Cell contents on a Database |
| Lesson Eleven: | Searching Records on a Database |
| Lesson Twelve: | Changing to and Moving in the List Screen |
| Lesson Thirteen: | Changing Cell and Range Contents |
| Lesson Fourteen: | Inserting and Deleting Records and Fields |
| Lesson Fifteen: | Moving a Record or Field |

# USING THE

# WORD PROCESSOR

# WITH

# MICROSOFT WORKS

LESSON ONE

FAMILIARIZATION WITH THE COMPUTER



I. OBJECTIVE
   a. The student will realize the computer is only a machine and is nothing to be feared.
   b. The student will realize the computer can not think and needs a person to make a program.

II. ACTIVITIES
   a. Students learn to identify major parts of a computer:
      1. monitor
      2. keyboard
      3. computer processing unit
   b. Students turn on computer and monitor.
   c. Students discuss how computers are used in the workplace and at schools and home.
   d. Students are shown a disk and told how it works.
   e. Students practice placing disks in computer.
   f. Students identify specific keys on keyboard.

III. EVALUATION
   a. Teacher observation
   b. Questions directed to students about different parts of the computer.

LESSON TWO

PREVIEW OF MICROSOFT WORKS



I. OBJECTIVE

a. The student will realize what a word processor is and how it is used as a tool for writing.
b. The student will have a general overview of using the word processor in Microsoft Works.

II. ACTIVITIES

a. Students discuss the history of writing.
b. Students learn menu vocabulary (file, edit, print, select, format, options, window).
c. Students open Microsoft Works word processor on the computer.
d. Students find File on the computer screen.
e. Students practice using the File menu.
f. Students find Edit on the computer screen.
g. Students practice using the Edit menu.
h. Students find Print using the Print menu.
i. Students practice using the Print menu.
j. Students find Select on the computer screen.
k. Students practice using the Select menu.
l. Students find Format on the computer screen.
m. Students practice using the Format menu.
n. Students find Options on the computer screen.
o. Students practice using the Options menu.
p. Students find Window on the computer screen.
q. Students practice using the Window menu.

III. EVALUATION

a. Teacher observation
b. Questions directed to students about what is on the top of the screen in the Microsoft Works word processor.
c. Questions directed to students about the definition of the words on the Microsoft Works word processor menu.

LESSON THREE

## WORKING WITH A MOUSE



I. OBJECTIVE
   a. The student will have a general idea of how to use a mouse when using Microsoft Works.
   b. The student will realize the difference between the mouse and the use of the ctrl and alt key for basic functions.
   c. The student realizes how the mouse facilitates using Microsoft Works.

II. ACTIVITIES
   a. The student picks up the mouse to see how it functions.
   b. The student opens the File command using the mouse.
   c. The student continues to open the list of commands on the menu bar.
   d. The student drags the mouse over the menu bar.
   e. The student uses the alternate key to open the menu bar to compare using the mouse as an alternative when working with Microsoft Works.
   f. The student practices dragging and opening different commands on the menu bar.

III. EVALUATION
   a. Teacher observation
   b. Questions directed to students as to which key does the same function as the mouse.

LESSON FOUR

## ENTERING TEXT



I. OBJECTIVES
   a. Student realizes that the type is inserted at the cursor.
   b. Student realizes what the term wordwrap means and how it is used in Microsoft Works.
   c. Student realizes what the term scrolling means and how it is used in Microsoft Works.

II. ACTIVITIES
   a. Student types in a sentence on the computer.
   b. Student moves the cursor to another area on the page to observe where the type will be placed.
   c. Student types in this area of the page.
   d. Student observes line placement on the page.
   e. Student locates the Backspace key.
   f. The student moves the Backspace key a character at a time erasing the characters for corrections.

III. EVALUATION
   a. Teacher observation
   b. Questions directed to students about the use of the cursor.
   c. Questions directed to students about the Backspace key.
   d. Student material showing usage of the cursor and correcting techniques when using Microsoft Works.

LESSON FIVE



EDITING

I. OBJECTIVE
   a. The student will realize how to select text.
   b. The student will realize how to move text.

II. ACTIVITIES
   a. The student types a simple story on the computer.
   b. The student uses the direction keys to move to the beginning of the text he wants to select.
   c. The student finds the F8 key and presses it. This lets the student extend the highlight.
   d. The student uses the Left or Right keys to extend the selection a CHARACTER at a time or the Up or Down keys to extend one line at a time.
   e. The student presses the F8 to extend the highlight, then again:
      once, for a word
      twice, for a sentence
      three times, for a paragraph
      four times, for the entire file.
   f. The student uses the mouse for highlighting by clicking the characters, word, or sentence he wants to select.
   g. The student chooses the Move command from the Edit menu.
   h. The student uses the direction keys or the mouse to move the cursor to the new location and presses Enter.

III. EVALUATION
   a. Teacher observation
   b. Questions directed to students as to highlighting techniques.
   c. Questions directed to students as to how to move text.
   d. Student example of highlighting and moving text.

LESSON SIX

EDITING



I. OBJECTIVES

a. The student will realize how to copy text.
b. The student will realize how to delete text.
c. The student will realize how to undo the last editing command.

II. ACTIVITIES

a. The student writes a simple story on the computer.
b. The student selects the test he wants to copy by using the highlight key (F8) or the mouse.
c. The student finds the Copy command from the Edit menu.
d. The student uses the direction keys (or the mouse) to move the cursor to the new location and presses Enter.
e. The student moves the cursor to the first character he wants to delete.
f. The student selects the text to be deleted with the highlight key (F8) or the mouse. The student presses enter.
g. The student chooses the Undo command from the Edit menu. This will undo the previous command.
h. The student practices how to Copy, Delete and Undo text from material that he has previously written on the computer.

III. EVALUATION

a. Teacher observation
b. Questions directed to students about copying text.
c. Questions directed to students about deleting text.
d. Questions directed to students about undoing text.
e. Student material showing copying, deleting and undoing text.

LESSON SEVEN

SCROLLING, SHOW ALL CHARACTERS, THE ENTER KEY 7

I. OBJECTIVES

a. Student will realize how to scroll.
b. Student will realize how to show all characters.
c. Student will realize how to use the enter key.

II. ACTIVITIES

a. Students practice moving a line at a time using the direction keys.
b. Students go to the beginning of the file by holding down the Ctrl key while pressing the Home key. Ctrl+Home
c. Students go to the end of the file by holding down the Ctrl key while pressing the End key. Ctrl+End
d. Students practice moving page up and down the screen by using the PgUp and PgDown Key. Computers with a mouse attachment use arrow directions for scrolling.
e. Students practice how to show special characters by opening option window and choosing Show All Characters.
f. Students practice how to hide special characters by opening option window and choosing Show All Characters.
g. Students practice using the Enter Key at the end of a paragraph.
h. Students practice using the Enter key to insert a blank space by moving the cursor to where they want to insert the line and pressing Enter.

III. EVALUATION

a. Questions directed to students about scrolling, to show all characters and the use of the Enter key.
b. Teacher observation.

LESSON EIGHT

## FORMATTING CHARACTERS



I. OBJECTIVES
   a. Student will realize that character formatting changes the look of the text.
   b. Student will realize that you can change the style of one character or many characters.
   c. Student will realize that the type of characters depends on the printer that is used for printing file.

II. ACTIVITIES
   a. Students open up the Format menu.
   b. Students read the list of options in the Format menu.
   c. Students highlight characters and change the print.
   d. Students practice shortcut to plain print by holding down the Ctrl+Spacebar.
   e. Students practice different print.

III. EVALUATION
   a. Questions directed to students about formatting characters.
   b. Student paper showing a variety of print.

LESSON NINE

## FORMATTING PARAGRAPHS



I. OBJECTIVES

a. The student will realize how to change spaces between lines.
b. The student will realize how to align a paragraph.
c. The student will realize how to indent a paragraph.

II. ACTIVITIES

a. The students select the paragraph for formatting.
b. The students press the shortcut key for the line spacing:
   Ctrl+1 single space
   Ctrl+2 double space
c. The students press the shortcut key for alignment:
   Ctrl+L Left
   Ctrl+R Right
   Ctrl+C Centered
   Ctrl+J Justified
d. The students choose the commands from the Format menu to change alignment.
e. The students choose the paragraph command from the Format menu. They specify in inches the indents they want and press enter after each choice.
f. Students practice formatting paragraphs.

III. EVALUATION

a. Questions directed to students about formatting paragraphs.
b. Student paper showing paragraph formatting.

LESSON TEN

## CREATING COLUMNS



I. OBJECTIVES

a. The student will realize how to create a column on the Microsoft Works word processor.

b. The student will realize how the tab key is used to make columns.

II. ACTIVITIES

a. The students press the tab key to move the cursor to where they want the column to begin. Type the text. Press Shift+Enter to begin a new line.

b. Students choose Tabs from the Format menu. Type in the position of the tab stop they want to remove to delete a Tab. Choose the clear command.

c. Students choose Tabs from the Format menu. Choose the Clear All command to delete all the tab stops they have set for a file.

LESSON ELEVEN

SPECIAL FEATURES 11

I. OBJECTIVES
   a. The student will realize how to use Spell Check.
   b. The student will realize how to search for text.
   c. The student will realize how to replace text.

II. ACTIVITIES
   a. The students place the cursor at the beginning of their files. Choose Check Spelling command from the option menu and decide the appropriate action for each word the computer does not recognize.
   b. The students place the cursor at the beginning of their files. Choose the Search command from the Select menu and type the word to search for.
   c. The students place the cursor at the beginning of their files. Choose the Replace command from the Select menu. Type the replacement word. They decide if they want to replace all the occurrences of the word or view each word before replacing.

III. EVALUATION
   a. Questions directed to student about searching for a word. Questions directed to the student about replacing a word.
   b. Student paper using Spell Check, Work Search, and Word Replacement.

LESSON TWELVE

PRINTING THE FILE



I. OBJECTIVES

a. The student will realize how to use the printer to print the file.
b. The student will realize how to select options for printing.

II. ACTIVITIES

a. The students take turns turning on the printer.
b. The students take turns placing the paper in the printer.
c. The students choose the print command from the Print menu and select the options they want.
d. The students choose the Print command from the Print menu. Press Alt+S to select specific pages. Press Alt+G to select pages. Type the page number to print. Use a hyphen between the first and last page wanted to print. Press enter to begin printing.

III. EVALUATION

a. Questions directed to student about how to print a file and how to use the printer.
b. Student paper from attached printer.

# USING THE SPREADSHEET WITH MICROSOFT WORKS

LESSON ONE

# INTRODUCTION TO THE SPREADSHEET



I. OBJECTIVES
   a. The student will realize the work area is made up of cells which then in turn make up a column and rows.
   b. The student will realize the screen contains the Menu Bar, Formula Bar Work Area, Status Line, and Message Line.

II. ACTIVITIES
   a. The students bring up a spreadsheet on the computer.
   b. The students find the Menu Bar.
   c. The students find the Formula Bar, which will show the contents of the active cell (formula).
   d. The students find the Status Line.
   e. The students find the Message Line.
   f. The student find the Work Area.

III. EVALUATION
   a. Questions directed to students about the Menu Bar, Status Line, Message Line, Formula Bar, and Work Area.

LESSON TWO

ENTERING TEXT AND NUMBERS



I. OBJECTIVES
   a. The students will realize how to enter text on a spreadsheet.
   b. The students will realize how to enter numbers on a speadsheet.

II. ACTIVITIES
   a. The student move the Direction keys or use the mouse to highlight the area as directed.
   b. The students type in the text. The text appears in the formula bar. Press Enter.
   c. The students type in the numbers as directed. The number appears in the formula bar. Press Enter.
   d. The students practice entering text and numbers in the formula bar.

III. EVALUATION
   a. Questions directed to students as to where the formula bar appears and how to enter text and numbers.
   b. student paper showing different text and numbers on a spreadsheet.

LESSON THREE



## TEXT VS. NUMBERS

I. OBJECTIVES
   a. The student will realize the difference between text and numbers.
   b. The student s will realize that only numbers can be calculated.

II. ACTIVITIES
   a. The student highlight the area as directed.
   b. The students type " before typing a number. This tells Works to treat the number as text.
   c. The students note that text aligns to the left of a cell and numbers to the right.

III. EVALUATION
   a. Questions directed to students about the difference between entering text and numbers. how to treat numbers as text.
   b. Student paper showing text and number entry on spreadsheet.

LESSON FOUR



## CHANGING COLUMN WIDTH

I. OBJECTIVES
   a. The student will realize how to change the column widths on a spreadsheet.
   b. The student will realize how to use a shortcut for the data entry.

II. ACTIVITIES
   a. The students use the direction key or mouse to move the highlight as directed.
   b. The students open the Format Menu.
   c. The students choose the Width Command.
   d. The students type in the new width as directed. Press Enter.
   e. The students practice using the direction key to enter the formula instead of the Enter Key.

III. EVALUATION
   a. Questions directed to students about changing the width on the spreadsheet.
   b. Questions directed to students about entry shortcut.
   c. Student paper showing change in widths on a spreadsheet.

LESSON FIVE



## ADDING FORMULAS

I. OBJECTIVES
   a. The student will realize how to enter a formula.
   b. The student will realize how to add numbers.

II. ACTIVITIES
   a. The students move the highlight as directed.
   b. The students type an equal sign. This tells Works a formula is being entered into the program.
   c. The students indicate the cell references and the kind of formula as directed. Press Enter.
   d. The students practice adding different calculations on the spreadsheet.

III. EVALUATION
   a. Questions directed to students as to how to enter a formula on a spreadsheet.
   b. Student paper showing calculations done on spreadsheet.

LESSON SIX

## FUNCTIONS ON THE SPREADSHEET

I. OBJECTIVES
   a. The student will realize that functions are the common calculations used on spreadsheets.
   b. The student will realize how to do common functions on a spreadsheet.

II. ACTIVITIES
   a. The students place the highlight as directed.
   b. The students type in an equal sign indicating a formula is to be entered on the spreadsheet.
   c. The students add, subtract, and divide numbers on the spreadsheet.
   d. The students practice various calculations on the spreadsheet.

III. EVALUATION
   a. Questions directed to students as to how to calculate common problems on the spreadsheet.
   b.. Student paper showing various calculations done of a spreadsheet.

LESSON SEVEN

SHORTCUT FOR ENTERING FORMULAS



I. OBJECTIVES
   a. The student will realize two procedures to entering formulas.

II. ACTIVITIES
   a. The student highlight where they are to enter the formula as directed.
   b. The student type an equal sign.
   c. The students indicate the cell reference and the type of calculations as directed. Press Enter.
   d. The students move the highlight to the cell instead of typing in the cell reference.
   e. The student practice formula entries on the spreadsheet using the highlight technique.

III. EVALUATION
   a. Questions directed to students as to how to enter a formula.
   b. Student paper showing calculations on a spreadsheet.

LESSON EIGHT

HOW TO COPY FORMULAS ON A SPREADSHEET



I. OBJECTIVES
   a. The student will realize how to copy formulas on the spreadsheet.
   b. The student will realize that just the formula is copied not the result of the formula.

II. ACTIVITIES
   a. The student selects the cell that are to be copied.
   b. The students choose the copy command from the Edit Menu.
   c. The students select the new location as directed. Press Enter.
   d. The students enter an absolute reference by typing a $ before the column letter and row number.
   e. the students practice copying various formulas on the spreadsheet.

III. EVALUATION
   a. Questions directed to students as to how to copy formulas on the spreadsheet.
   b. Student paper showing formulas copied on the spreadsheet.

LESSON NINE



## FILLING COLUMNS RIGHT AND DOWN

I. OBJECTIVES
   a. The student will realize how to fill down a column and across a row with the contents of one cell.
   b. The student will realize how to use this technique for formulas.

II. ACTIVITIES
   a. The students select the cell to be copied.
   b. The student extends the highlight over as many cells down and to the right as directed.
   c. The students choose the Fill right or Fill Down command from the Edit Menu.
   d. The students practice with various columns as directed.

III. EVALUATION
   a. Questions directed to students about Fill Right and Fill Down on the spreadsheet.
   b. Student paper showing the technique of doing formulas by Fill Right and Fill Down.

LESSON TEN



## COPYING BETWEEN FILES

I. OBJECTIVES
   a. The student will realize how to copy information from one speadsheet file to another spreadsheet file.

II. ACTIVITIES
   a. The students open two spreadsheet files following directions.
   b. The students select the cells they want to copy as directed.
   c. The students choose the Copy command from the Edit Menu.
   d. The students switch to the second file. Chose the Window Menu. Find the file and press Enter.
   e. The students select the new location as directed. Press Enter.
   f. The students practice copying cells on different spreadsheets.

III. EVALUATION
   a. questions directed to students about copying cells on a spreadsheet.
   b. Student paper showing cells copied from on spreadsheet to another.

LESSON ELEVEN



## FORMATTING NUMBERS

I. OBJECTIVES
   a. The student will have knowledge of the vocabulary associated with number formatting.
   b. The student will realize how to format numbers.

II. ACTIVITIES
   a. The students discuss the terms for formatting numbers: General, Percent, Logical, Fixed, Comma, Dollar, and Exponential.
   b. The students move the highlight to the selected number or numbers as directed.
   c. The students choose the format from the Format Menu.
   d. The student fills in any information necessary to complete the process of formatting (number of decimal places, etc.). Press Enter.

III. EVALUATION
   a. Questions directed to students about terms used with formatting numbers.
   b. Questions directed to students about how to format numbers.
   c. Student paper showing numbers formatted on a spreadsheet.

LESSON TWELVE



## ALIGNING TEXT AND NUMBERS

I. OBJECTIVES
   a. The student will have a knowledge of the terms used with alignment of text and numbers.
   b. The student realizes how to align text and numbers.

II. ACTIVITIES
   a. The students discuss the terms associated with alignment: General, Left, Right, Center.
   b. The students select a cell or block of cells to be aligned.
   c. The students choose Style command from the pressing the bold key in the menu. Press Enter.
   e. The students practice alignment of text and numbers.

III. EVALUATION
   a. Questions directed to students about aligning text and numbers and the vocabulary associated with it.
   b. Student paper showing alignment of text and numbers.

LESSON THIRTEEN

## CHANGING CHARACTER STYLES



I. OBJECTIVES
   a. The student will have knowledge of the basic vocabulary associated with how to change character style.
   b. The student will realize how to change the character style on a spreadsheet.

II. ACTIVITIES
   a. The students discuss the vocabulary for the character style on a spreadsheet and what each means: Bold, Underline, and Italic.
   b. The students select a cell or a block of cells as directed for character change.
   c. The students choose the Style command from the Format Menu.
   d. The students change the style.
   e. The students practice changing the character style on a spreadsheet.

III. EVALUATION
   a. Questions directed to students about the vocabulary associated with spreadsheet character style.
   b. Student paper showing changed character style.

LESSON FOURTEEN

## SELECTING BLOCKS OF CELLS



I. OBJECTIVES
   a. The student will realize how to choose and work with a block of cells on a spreadsheet.

II. ACTIVITIES
   a. the students use the highlight to a corner of a block of cells.
   b. The students extend the highlight using the direction keys or the mouse. Press Enter.
   c. The students practice selecting blocks of cells on a spreadsheet.

III. EVALUATION
   a. Questions directed to students about how to select blocks on a spreadsheet.
   b. Student paper showing various blocks of cells selected.

LESSON FIFTEEN

## MOVING CELL CONTENTS



I. OBJECTIVES
   a. The student will realize how to move cell contents on a spreadsheet.

II. ACTIVITIES
   a. The students select the cell or cells as directed.
   b. The students choose the Move command from the Edit Menu.
   c. The students select the new location for the cells. Press Enter.

III. EVALUATION
   a. Questions directed to students on how to move a cell or block of cells on a spreadsheet.
   b. Student paper showing cells moved on a spreadsheet.

LESSON SIXTEEN

DELETING AND INSERTING COLUMNS AND ROWS



I. OBJECTIVES

a. The student will realize how to delete and insert columns and rows on a spreadsheet.
b. The student will realize that inserting columns and rows adds a blank space.
c. The student will realize that deleting columns and rows removes spaces from a spreadsheet.

II. ACTIVITIES

a. The students move the highlight to a column and row as directed.
b. The student choose the Column or Row command from the Select Menu.
c. The students choose the Delete or Insert command the Edit Menu to either delete or insert a column or row as directed.
d. The students practice deleting and inserting columns and rows on their spreadsheet.

III. EVALUATION

a. Questions directed to students on how to insert and delete columns and rows on a spreadsheet.
b. Student paper showing columns and rows inserted and deleted from a spreadsheet.

LESSON SEVENTEEN



## CHANGING THE CELL CONTENT

I. OBJECTIVES
   a. The student will realize how to replace a cell on a spreadsheet.
   b. The student will realize how to edit a cell on a spreadsheet.
   c. The student will realize how to clear the contents of a cell on a spreadsheet.

II. ACTIVITIES
   a. The students find the cell that is to be replaced.
   b. The students type the new entry for the cell. Press Enter.
   c. The student s find the cell that is to be edited.
   d. The student press F2, correcting the cell. Press Enter.
   e. The student choose the Clear command from the Edit Menu to clear the contents from a cell.
   f. The students practice replacing, editing, and clearing contents from a cell on their spreadsheets.

III. EVALUATION
   a. Questions directed to the students concerning the replacing, editing, and clearing of the contents of a cell.
   b. Student paper illustrating these skills.

LESSON EIGHTEEN



## PRINTING THE SPREADSHEET

I. OBJECTIVES
   a. The student will realize how to change the layout of the spreadsheet for printing.
   b. The student will realize how to print a spreadsheet on a printer.

II. ACTIVITIES
   a. The students choose the Layout command from the Print Menu.
   b. The students change the standard settings. Press Enter.
   c. The students practice changing the layout for printing of the spreadsheet.
   d. The students choose the Print command and press enter.

III. EVALUATION
   a. Questions directed to the students indicating how to change the layout in order to print.
   b. Student paper showing layout change for printing.

LESSON NINETEEN



## SPEED CHARTING

I. OBJECTIVES
   a. The student will realize how to create a speed chart.
   b. The student will realize that the chart is linked to a spreadsheet. If the information changes on the spreadsheet the corresponding chart will change automatically.

II. ACTIVITIES
   a. The students go to the Chart screen by choosing the Define command from the Chart Menu.
   b. The student s select information for the chart.
   c. The students create the chart by selecting the New command from the Chart Menu.
   d. The students view the chart they created by choosing the view command from the Chart Menu.

III. EVALUATION
   a. Questions directed to students on how to change screens from a spreadsheet to a chart screen.
   b. Questions directed to students on how to create a speedchart.
   c. Student paper showing a speedchart.

LESSON TWENTY



## ELEMENTS OF A CHART

I. OBJECTIVES
   a. the student will realize the elements of a chart.
   b. The student will become familiar with the vocabulary used in creating a chart from scratch.

II. ACTIVITIES
   a. The students discuss the Command Line Menu Bar on the Chart Screen.
   b. The students discuss the vocabulary used in creating a chart: Ranged, Data Point, Y-Series, and X-Axis.
   c. The students locate the Y-Series on a given chart.
   d. The students locate the X-Axis on a given chart.

III. EVALUATION
   a. Questions directed to students concerning the terms used in creating a chart.
   b. Student paper showing the marking of the Y-Series and the X-Axis

# USING THE DATABASE WITH MICROSOFT WORKS

LESSON ONE



# FAMILIARIZATION WITH A DATABASE

I. OBJECTIVES
   a. The student will gain a general knowledge about the uses of a database.
   b. The student will gain a general knowledge about the terms used when discussing a database.

II. ACTIVITIES
   a. The students locate the menu bar at the top of the screen on the computer.
   b. The students locate the formula bar beneath the menu bar.
   c. The students discuss the use of the menu bar and formula bar.
   d. The students discuss the form design screen.
   e. The students discuss the form screen.
   f. The students discuss the list screen.
   g. The students use commands as directed to bring up the various screens for creating a database.
   h. The students discuss how a database is used at work and other areas.

III. EVALUATION
   a. Teacher observation.
   b. Questions directed to students about the database.

LESSON TWO



ENTERING FIELD NAMES ON A DATABASE

I. OBJECTIVES
   a. The student will realize how to enter field names for a database.

II. ACTIVITIES
   a. The students use the direction keys or the mouse as directed to highlight were the field name is to appear on a form.
   b. The students type the field name followed by a colon and press Enter. Students are to note that Works automatically reserves space after the field name for the information.
   c. The students practice entering different field names.

III. EVALUATION
   a. Questions directed to students about entering field names for a database.
   b. Student paper showing field names for a database.

LESSON THREE



## ENTERING LABELS ON A DATABASE

I. OBJECTIVES
   a. The student will realize how to enter labels.

II. ACTIVITIES
   a. The students use the direction keys or the mouse to move the highlight where the label is to appear on the form.
   b. The students type the label as directed then press Enter. Students are to note that the label appears in the formula bar as a reminder that the entry is a label.
   c. The students practice entering labels on a database.

III. EVALUATION
   a. Questions directed to students as to how to enter labels.
   b. Student paper showing label entries on a database.

LESSON FOUR



## MOVING A FIELD ON A DATABASE

I. OBJECTIVES
   a. The student will realize how to move a field on a database.

II. ACTIVITIES
   a. The students use the direction keys or mouse to highlight the field that is to be moved.
   b. The students open the Edit Menu. They choose the Move command.
   c. The students move the highlight to the new location. Press Enter.
   d. The students practice moving different fields on a database.

III. EVALUATION
   a. Questions directed to students as to how to move a field on a database.
   b. Student paper showing fields moved on a database.

LESSON FIVE



## CHANGING FIELD WIDTH ON A DATABASE

I. OBJECTIVES
   a. The student will realize how to change a field on a database.

II. ACTIVITIES
   a. The students use the direction key or the mouse to move the highlight onto the field that is to be changed in width.
   b. The students open the Format Menu. They choose the Width command.
   c. The students type the width and then press Enter.
   d. The students practice changing the width on the database.

III. EVALUATION
   a. Questions directed to students on the way to change the width of a field.
   b. Student paper showing field width changes on a database.

LESSON SIX



## ENTERING TEXT ON A DATABASE

I. OBJECTIVES
   a. The student will realize how to enter text on a database.

II. ACTIVITIES
   a. The students use the direction keys or the mouse to move the highlight.
   b. The students type in the text. Students will note that the text appears in the formula bar.
   c. Students press Enter to put the text in the form. Students will note that a quote mark appears in the formula bar to remind them that the entry is in text. Students will also note that the quote does not appear in the cell.

III. EVALUATION
   a. Questions directed to students as to how to enter text in a database.
   b. Student paper showing text entered in a database.

LESSON SEVEN

## ENTERING NUMBERS OF A DATABASE

I. OBJECTIVES
   a. The student will realize how to enter numbers on a database.

II. ACTIVITIES
   a. The students use the direction keys or mouse to move the highlight.
   b. The students type in the given number. They note the number appears in the formula bar.
   c. The students press Enter to put the number in the form. Students are to note that Works dose not put a quote mark for numbers.
   d. The students compare text on a database versus numbers. Works aligns text to the left of the cell and numbers to the right. The only difference between text and numbers is that only numbers can be used in calculations.

III. EVALUATION
   a. Questions directed to students as to how to put numbers on a database.
   b. Questions directed to students about the difference between numbers and text.

LESSON EIGHT



## USING SIMPLE FORMULAS ON A DATABASE

I. OBJECTIVES
   a. The student will realize how to do simple calculations on a database.

II. ACTIVITIES
   a. The students move the highlight as directed to make an entry in a cell.
   b. The students type an equal sign. Students note that the equal sign tells Works that they are entering a formula, i.e. =cost*quantity. Students press enter for calculation.
   c. The students practice doing addition, subtraction, multiplication, and division on the database.

III. EVALUATION
   a. Questions directed to students as to how to enter calculations on a database.
   b. Student paper showing various calculations done on a database.

LESSON NINE



## MOVING AMONG RECORDS ON A DATABASE

I. OBJECTIVES
   a. The student will realize how to move among different records.

II. ACTIVITIES
   a. The students press the CTRL and the PgDn key to move to the next record.
   b. The students press the CTRL and PgUp key to move to the previous record.
   c. The students choose GO TO from the Select Menu. They type the number of the record. Next, they press Enter.
   d. The students practice moving among records on the database.

III. EVALUATION
   a. Questions directed to students regarding the method of moving among database records.
   b. Teacher observation while students practice on the computer.

LESSON TEN



## CHANGING CELL CONTENTS ON A DATABASE

I. OBJECTIVES
   a. The student will realize how to change the cell contents.

II. ACTIVITIES
   a. The students follow directions on how to type over a cell.
      1. Move the highlight to the given cell
      2. Type the new information
      3. Press Enter.
   b. The students follow directions on how to clear a cell.
      1. Move the highlight to the cell to be cleared.
      2. Choose the Clear command from the Edit Menu.
   c. The students follow directions on how to edit an existing cell.
      1. Move the highlight to the cell to be edited
      2. Press the F2 key
      3. Edit the cell
      4. Press Edit
   d. The students practice the various ways of changing cells on a database.

III. EVALUATION
   a. Questions directed to students as to how to change a cell on a database.
   b. Student paper showing different cells with changes made.

LESSON ELEVEN



## SEARCHING RECORDS ON A DATABASE

I. OBJECTIVES
   a. The student will realize how to search for records on a database.

II. ACTIVITIES
   a. The students choose Search from the Select Menu.
   b. The students type the information that is to be located in the database.
   c. The students press the F7 key to move to the next occurrence of the information for which they are searching.
   d. The students search for various records on the database.

III. EVALUATION
   a. Questions directed to students on how to search for records.
   b. Teacher observation.

LESSON TWELVE



## CHANGING TO THE LIST SCREEN AND MOVING IN THE LIST SCREEN

I. OBJECTIVES
   a. The student will realize how to change to the List Screen on the database.
   b. The student will realize how to move in the List Screen.

II. ACTIVITIES
   a. The students open the Options Menu.
   b. The students choose the View List command from this menu.
   c. The students note that they can switch between the Form Screen and the List Screen by pressing the F9 key.
   d. The student move the record down one screen in the List Screen by pressing PgDn.
   e. The students move the record up one screen in the List Screen by pressing PgUp.
   f. The students move the record to the right one screen by pressing CNTRL and PgDn.
   g. The students move the record to the left one screen by pressing CTRL and PgUp.
   h. The students move to the beginning of the database by pressing CTRL and Home.
   i. The students move to the end of the database by pressing CTRL and End.

III. EVALUATION
   a. Questions directed to students on how to change screens from the Form to the List screen.
   b. Questions directed to students on how to move in the List Screen.
   c. Teacher observation.

LESSON THIRTEEN

CHANGING CELL AND RANGE CONTENTS ON A DATABASE



I. OBJECTIVES
   a. The student will realize how to change cell content.
   b. The student will realize how to change range content.

II. ACTIVITIES
   a. The students are directed to move the highlight to the cell whose contents are to be changed.
   b. The students are directed to make the appropriate changes to the cell.
   c. The students are directed to move the highlight to the first cell in the range too change the contents of a range.
   d. The students use the F8 and the direction keys or mouse to select the range.
   e. The students are directed to choose the appropriate commands to make the correct changes to the range. They press the Esc key to remove the highlight.

III. EVALUATION
   a. Teacher observation.

LESSON FOURTEEN



INSERTING AND DELETING RECORDS AND FIELDS ON A DATABASE

I. OBJECTIVES
   a. The student will realize how to insert records and fields on a database.
   b. The student will realize how to delete records and fields.

II. ACTIVITIES
   a. The students are directed to move the highlight to a certain position in the record or field.
   b. The students are directed to choose either the Record or Field command from the Select Menu.
   c. The students are directed insert a record or field from the Edit Menu.
   d. The students are directed to choose either the Record or Field command from the Select Menu.
   e. The students are directed to delete a record or field from the Edit Menu.

III. EVALUATION
   a. Questions are directed to students on how to insert or delete a record or field from the database.
   b. Teacher observation.
   c. Student paper showing records and fields inserted and deleted from a database.

LESSON FIFTEEN



## MOVING A RECORD OR FIELD

I. OBJECTIVES
   a. The student will realize how to move a record or field in a database.

II. ACTIVITIES
   a. The students are directed to move the highlight to the record or field that is to be moved.
   b. The students are directed to open the Select Menu.
   c. The students are directed to choose the record of the field command.
   d. The students are directed to open the Edit Menu.
   e. The students are directed to choose the move command.
   f. The students are directed to move the highlight to a different location on the database.
   g. The students practice moving records and fields on the database.

III. EVALUATION
   a. Questions directed to students on how to move records and fields on the database.
   b. Teacher observation.
   c. Student paper showing records and fields successfully moved.